

## WyFLES Teachers' Materials SALSA Episode 103

### Table of Contents: SALSA Episode 103

- I. Recommended pacing for Episode 103.
- II. A list of the focus vocabulary words for this episode.
- III. A list of the characters.
- IV. A synopsis of the story.
- III. The Wyoming Foreign Language Standards addressed by this episode.
- IV. The student learning objectives.
- V. An individual student assessment check list.
- VI. A class assessment spread sheet.
- VII. Correctives and enrichments.
- VIII. Four sample lesson plans with teacher-script index cards.
- IX. Additional vocabulary used in this episode.
- X. A list of relevant web sites.
- XI. Black line masters of vocabulary cards.
- XII. Black line master for counting activity
- XIII. Instructions for obtaining an English-Spanish script of Episode 103

## Sample Pacing of Episode 103

### Kindergarten

#### Week One:

- Show the video Episode 103 all the way through. (16 minutes)
- Show the video again using active viewing techniques. (20 minutes)
- Continue saying *hola* as your students enter the room and *hasta luego* as they leave.

#### Week Two:

- Show the video once again using active viewing techniques.
- Try one extension activity.

#### Week Three:

- Show the video in segments, asking students to predict what comes next.
- Try one extension activity.
- Check off student learning on the assessment provided.

## Sample Pacing of Episode 103

### First and Second Grades

#### Week One:

- Review with your students Episode 102. Remind them about the concept of a sequel. (5 minutes)
- Show the video Episode 102 all the way through. (16 minutes)
- Show the video again using active viewing techniques. (20 minutes)
- Continue saying *hola* as your students enter the room and *hasta luego* as they leave.

#### Week Two:

- Show the video once again using active viewing techniques. (20 minutes)
- Try two or more extension activities (25-40 minutes) or show video again, stopping to ask students to anticipate what comes next. (20 minutes)
- Continue using the Spanish numbers, greetings, and other focus vocabulary in your classroom.
- Check off student learning on the assessment

**Unit Theme: Ricitos de Oro y los Tres Osos**

**Focus Vocabulary:**

- *rojo* (red)
- *verde* (green)
- *azul* (blue)
- *cuatro* (four)
- *cinco* (five)

**Characters/Personajes:**

- *Ricitos de Oro* (Goldilocks)
- *Mamá Osa* (Mama Bear)
- *Papá Oso* (Papa Bear)
- *Bebé Oso* (Baby Bear)
- *Ratoncito* (Little Rat)

**Synopsis:**

Goldilocks, Ratoncito and the bears decide to fix Baby Bear’s chair. After fixing it, there is a debate about what color to paint it. They paint it Baby Bear’s favorite color, blue., but , afterwards, Ratoncito tries the chair and breaks it again!

**Wyoming Standards:**

**1. Communication:**

Students communicate

**Essential Activities:**

- 1) Watch the SALSA series guide for Episode 103. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 103 to your class at least twice each week, using active viewing techniques (pages 49-51 of the general reference materials) after the first viewing. You may wish to break it up into segments, or show it in its entirety. (16 minutes) Recommended pacing: three weeks per episode in Kindergarten; two weeks per episode in first and second grades.

Continue greeting your students with *¡Hola!* each time they enter your classroom and saying goodbye with *hasta luego*. You may also use focus words from 101—*uno, dos, tres, pequeño* and *grande* — and 102—*mamá, papá, bebé, caliente* and *frío* — as often as you can. If you haven’t already done so, you can add the numbers 4 and 5— *cuatro* and *cinco* to your everyday use of numbers.

This unit also introduces some of the colors, so you may want to refer to their Spanish names— *rojo/roja, verde* and *azul*— when you have the opportunity. If you would like to expand the colors beyond those three and are confident you can pronounce them, additional colors are listed on pages 56-57 of the general reference materials.

**Ideas for Expansion Activities:**

**Sample Lesson for Day 1: (Estimated time: 25 minutes)**

The “index-card” script follows this section.

1. Greet the class with *hola, clase*. Use *¡Correcto!* as a praise word today.
2. Review the vocabulary from Lesson 101 and 102. Show the children a bed, a bear, a chair or a bowl. Say, *Esta es una cama, ¿sí o no?* Substitute the other vocabulary. Now show a picture of a bear and ask a student to choose the correct word, *¿Es la mamá osa o el papá oso?* Change pictures and ask other questions such as, *¿Es una silla o un plato?* Try to involve as many children as you can.

**Notes:**

SALSA Episode 103-pg. 2

**Wyoming Standards:**

**2. Culture—**

Students develop cultural understanding and demonstrate practices appropriate to the culture(s) in which the language is used.

**Objectives:**

Students will be able to:

1. demonstrate verbally or non-verbally comprehension of:
  - the focus words

2. indicate verbally or non-verbally comprehension and cultural awareness of:

- greetings and leave taking
- expressions of courtesy – *por favor* (please) and *gracias* (thank you)
- counting to five beginning with the thumb.

**Correctives and**

**Enrichments:** Please see the expansion activities provided with this episode.

3. Introduce the colors *rojo* (red), *verde* (green), and *azul* (blue), using red, green, and blue construction paper cut into circles.
  - Say, *Señalen el círculo verde.* (Point to the green circle.) or *Toca el círculo azul.* (Touch the blue circle.)
  - When the children comprehend the names of the three colors, hold up two different colored circles, one in each hand. Say to the children, “Point to *el círculo verde.*” or “*Señalen el círculo verde.*”
4. Place red, blue, and green teddy bear counters or small pictures of bears in a magic box or bag. Walk around the room and say, “Take one.” “*Toma.*” Describe the bear as the children take it from the box, “It is *un oso verde.*” or “*Es un oso verde.*”
5. Change to *sí/no* questions by asking the children with different colored bears to hold them up, “**Hold up los osos azules.**” or “**Alcen los osos azules.**” Ask, “Is this *un oso verde, ¿sí o no?*” or “*Este es un oso verde, ¿sí o no?*” or “**Is this un oso rojo o un oso verde?**” or “**¿Es este un oso rojo o un oso verde?**”
6. Hold out your hand and say to a student with a blue bear, “**Hand me el oso azul, por favor.**” or “**Dame el oso azul, por favor.**” Repeat with a red and green bear. Say to the students, “**Hold up los osos azules.**” or “**Alcen los osos azules.**” Ask the students to hand you the bears by saying, “**Hand me los osos azules, por favor.**” or “**Denme los osos azules, por favor.**” Repeat with the other colors of bears.

**Materials Needed:** Circles of different colors. Bears of different colors for you to hold up. Focus colors for this episode are red, blue and green.

**Suggested Web Site:**

- <http://www.nickjr.com/grownups/home/printables/dora/wordoftheday/printable> (some interesting, downloadable objects for children to color. From Dora the Explorer’s web site.)

**Assessment**

Observe the students for verbal or non-verbal indications of comprehension. (See assessments provided for this episode.)

**Vocabulary**

Nouns

*La pintura* (paint)  
*El pastel* (cake)

Expressions

Two expressions that Mean “good”—  
*¡Qué bien!*    *¡Bueno!*

Verbs

*¿Quieres....?*

Do you (sing.)  
want....

*¿Quieren....?*

Do you (plural)  
Want....?

Please see the Extension Vocabulary List for this episode for more vocabulary.



Teacher Script Designed to be Pasted on a 5" X 8" Index Card

<b>THE TEACHER SAYS</b>  <b>AND (DOES)</b> 	
* a word in [ ] indicates you may choose to say the word or not say the word. An <u>underlined</u> word means that it could change to another adjective.	
<b>Episode 103: Lesson 1, <i>La silla nueva</i></b>	
<b>iHola clase!</b>	<b>(PRAISE WORD: <i>iCorrecto!</i>)</b>
[Señalen] <b>el círculo <u>verde</u>.</b>	(Point to the green circle.)
[Toca] <b>el círculo <u>verde</u>.</b>	(Touch the green circle.)
As the children comprehend the names of the three colors, hold up two different colors.	
[Señalen] <b>el círculo <u>verde</u>.</b>	(Point to the green circle.)
Walk around the room and have students take the teddy bear counters from a magic box and say,	
[Es] <b>un oso <u>verde</u>.</b>	(Have the student show the green teddy bear counter.)
[Levanten] <b>los osos <u>azules</u>.</b>	(Have all of the students hold up the correct color.)
[Este] <b>es un oso <u>verde</u>, ¿sí o no?</b> (Students may respond with a thumbs up or down.)	
[¿Es este] <b>un oso <u>rojo</u> o un oso <u>verde</u>?</b> (Change the colors of the bears.)	
[Dame] <b>el oso <u>azul</u>, por favor.</b> (Have students hand you the bears.)	



**Objectives for day 2:**

Students will indicate verbally or nonverbally

1. comprehension of designated Spanish colors and numbers.
2. comprehension and cultural awareness of:
  - greetings and leave takings
  - expressions of courtesy

**Connections to other subject areas:**

- Math- counting
- Literacy

**Materials needed:**

Red, blue, and green teddy bear counters or small pictures of bears (See black line masters for Episode 101. They can be colored.)

**Assessment**

Observe the students for verbal or non-verbal indications of comprehension. (See assessments provided for this episode.)

**Sample Lesson for Day 2: (Estimated time: 25 minutes)**

**As in the sample lesson for Day 1, an “index-card” script is included with the teacher materials for this episode.**

1. Greet the class with *hola, clase*. Use *¡Muy bien!* as a praise word today.
2. To review the vocabulary from day one’s lesson, place red, blue, and green teddy bear counters or small pictures of bears in a magic box or bag. Walk around the room and say, “Take one.” *“Toma.”* Describe the bear as the student takes it from the box, “It is *un oso verde.*” or *“Es un oso verde.”*
3. Change to *sí/no* questions by asking the children with different colored bears to hold them up, *“Hold up los osos azules.”* or *“Alcen los osos azules.”* Ask, “Is this *un oso verde, ¿sí o no?*” or *“Este es un oso verde, ¿sí o no?”* or *“Is this un oso rojo o un oso verde?”* or *“¿Es este un oso rojo o un oso verde?”*
4. Hold out your hand and say to a student with a blue bear, *“Hand me el oso azul, por favor.”* or *“Dame el oso azul, por favor.”* Repeat with a red and green bear. Say to the students, *“Hold up los osos azules.”* or *“Alcen los osos azules.”* Ask the students to hand you the bears by saying, *“Hand me los osos azules.”* or *“Denme los osos azules, por favor.”* Repeat with the other colors of bears.
5. Show the students a red bear and say, *“I have un oso rojo.”* or *“Tengo un oso rojo.”* Show them two green bears and say, *“I have dos osos verdes.”* or *“Tengo dos osos verdes.”* Show them different numbers and colors of bears and ask them to tell you the number or the color.
  - **Is this un oso o dos osos?** or *¿Es un oso o dos osos?*
  - **Is this dos osos o tres osos?** or *¿Son dos osos o tres osos?*
  - **Is this cuatro osos o cinco osos?** or *¿Son cuatro osos o cinco osos?*
  - **Is this un oso verde o azul?** or *¿Es un oso verde o azul?*
  - **Are these dos osos verdes o dos osos rojos?** or *¿Son dos osos verdes o dos osos rojos?*

**Notes:**

**Vocab for Day 2:**

Commands

*Toma...* (Take)

*Alcen...* (Hold up)

*Dame...* (Hand me)  
Speaking to more than one student.

*Denme..* (Hand me)  
Speaking to one student

Questions

*¿Es un... o un...?*  
(Is this a ... or a ...?)

*¿Son cuatro o cinco?*  
Is this four or five?



Teacher Script Designed to be Pasted on a 5" X 8" Index Card

THE TEACHER SAYS  AND (DOES) 	
Episode 103: Lesson 2, <i>La silla nueva</i>	
<b>¡Hola, clase!</b>	Use "Muy bien" as a praise word today.
[Tengo] <b>un oso <u>rojo</u>.</b>	(Show a red teddy bear.)
[Tengo] <b>dos osos <u>verdes</u>.</b>	(Show two green teddy bears.)
[¿Es] <b>un oso o dos osos?</b>	(Show one bear.)
[¿Son] <b>dos osos o tres osos?</b>	(Show two bears.)
[¿Son] <b>cuatro osos o cinco osos?</b>	(Show four bears.)
[¿Son] <b>dos osos <u>verdes</u> o dos osos <u>rojos</u>?</b>	(Show two green bears.)
Practice using the words <b>por favor</b> and <b>gracias</b> where appropriate.	
<b>Hasta luego, clase.</b>	

**Objectives for day 3:**

Student will indicate comprehension of Spanish words for:

- Numbers 1-5
- Colors red, blue, green

**Connections to other subject areas:**

- Math- counting
- Math- patterns
- Math- sequencing

**Materials needed:**

Red, blue and green pattern blocks.

**Assessment:**

Watch the students as they hold up colored blocks and guess the hidden color. See assessment for Episode 103.

**Sample Lesson for Day 3: (Estimated time: 25 minutes)**

**As for the other sample lessons, an “index-card” script is included with this episode.**

1. Greet the class with *hola, clase*. Use *¡Correcto!* as a praise word today.
2. Hand out pattern blocks of red, green, and blue to the students. Say, “**Show me *el color rojo.***” or “**Muestrame *el color rojo.***” Do the same with green and blue.
3. Then say, “**Show me *dos rojos.***” or “**Muestrame *dos rojos.***” Continue using the numbers *tres, cuatro, and cinco*, and the colors *verde* and *azul*.
4. Call out a number and a color, for example: *dos verdes*. Using their pattern blocks the students then show you or tell you how many more they need to complete a set of five. Example: Say, *Tres azules*. The students respond with, *Dos azules*. or demonstrate by showing two blue pattern blocks. Some modeling may be needed with this activity.
5. Play: *Tengo, tengo, tengo, tengo un color*. Using blocks or counting bears select one of each color: *rojo, verde, azul*. Select a student and take them aside. Have them choose a color and hide it in a box or bag. Go back to the rest of the class and sing to the tune of *Itsy Bitsy Spider*: *Tengo, tengo, tengo, tengo un color. Rojo, verde, azul, rojo verde, azul*. (I have, I have, I have, I have a color. Red, green, blue, red, green, blue.). You or the child select a student to guess the correct color. The answer must be given in Spanish. Change students and proceed as before.

**Notes:**

**Vocabulary:**

**Nouns**

*Un color* (a color)

**Verbs:**

*Tengo* (I have)

*Muestrame*  
(command) Show me.



Teacher Script Designed to be Pasted on a 5" X 8" Index Card

THE TEACHER SAYS  AND (DOES) 	
Episode 103: Lesson 3, <i>La silla nueva</i>	
<b>¡Hola, clase!</b> Use " <b>Correcto</b> " as a praise word today.	
[Muéstrame] <b>el color rojo, por favor.</b>	(Individual students show the color red.)
[Muéstrame] <b>el color verde, por favor.</b>	(Individual students show the color green.)
[Muéstrame] <b>el color azul, por favor.</b>	(Individual students show the color blue.)
[Muéstrame] <b>un rojo, por favor.</b>	(Individual students show one of the color red.)
[Muéstrame] <b><u>dos azules.</u></b>	(Change color to <i>rojos</i> or <i>verdes</i> and change numbers to <i>tres</i> , <i>cuatro</i> , and <i>cinco</i> .)
Play the game while singing the song ( <i>Itsy Bitsy Spider</i> ) : <b>Tengo, tengo, tengo, tengo un color. Rojo, verde, azul, rojo, verde, azul.</b>	
<b>Hasta luego, clase.</b>	

**Objectives for day 3:**

Student will indicate comprehension of Spanish words for:

- Stand up
- Sit down
- The numbers 1-5

Student will demonstrate the cultural custom of

- Counting on the fingers beginning with the thumb.

**Connections to other subject areas:**

- Math- counting

**Materials Needed:**

Laminated colored squares or circles to place in a large circle.

**Note: pronunciation of the commands *levantate* and *sientate* are on the teacher’s cassette tape.**

**Assessment:**

Please see the assessment sheets for Episode 103.

**Sample Lesson for Day 4: (Estimated time: 25 minutes)**

As for the other sample lessons, an “index-card” script is included with this episode.

1. Greet the class with *hola, clase*. Use *¡Muy bien!* for giving praise today.
  
2. Begin the class by singing the *Uno, Dos, Tres Ositos* song, asking students to count with their fingers while singing the song.
  
3. This game will teach your children the words for “Sit down” and “Stand up” as well as review the numbers 1-5. Walk around the room and count starting with *uno* and counting to *dos*, or *tres*, or *cuatro* or *cinco*. ) (vary to prevent students anticipating the command.) After the count say “*Levantate.*” (motion for the student before whom you have stopped to stand up). Once the entire class is standing reverse the command and say “*Sientate.*” (Motion for the student to sit down.) Continue until all students have had a turn. Once the students get the hang of it, this is a very fast moving game.  
 Example: *Uno, dos, tres, cuatro, cinco, levantate.*  
 (One, two, three, four, five, stand up.)  
*Uno, dos, levantate.*  
 (One, two, stand up.)  
*Uno, dos, tres, levantate.*  
 (One, two, three, stand up.)  
 Exchange *levantate* for *sientate*, when you have everyone standing.
  
4. Lay laminated colored squares or circles around the room in a circle. Have the students march around the circle. (You can play Spanish music while they are marching.) Call out a color (*rojo, verde, azul*). The students try to get to a square of the color called.

**Final Assessment for Episode 103**

If you have not already done so, go over the focus words for Episode 103, asking your students to indicate non-verbally their comprehension. (see assessment enclosed with this unit.) You may have been noting this in on-going manner.

Possible gestures to indicate comprehension:

Numbers. . . . . Count to five on fingers beginning with the thumb.

Notes:

**Uno, Dos, Tres Ositos**

*Verse One*

*Uno, dos, tres ositos.  
 Uno, dos, tres, ositos.  
 Uno, dos, tres, ositos.  
 Tres ositos son.*

*Verse Two*

*Un osito en la cama.  
 Dos ositos en la cama.  
 Tres ositos en la cama.  
 Tres ositos son.*

*Verse Three*

*Un osito en la silla.  
 Dos ositos en la silla.  
 Tres ositos en la silla.*

*Tres ositos son.  
 Translation:  
 Onelittle, two little, three little bears...  
 One bear in the bed...,  
 One bear in the chair....*



Teacher Script Designed to be Pasted on a 5" X 8" Index Card

THE TEACHER SAYS  AND (DOES) 		
<b>Episode 103: Lesson 4, <i>La silla nueva</i></b>		
<b>iHola, clase! Use "Muy bien" as for praise today.</b>		
Begin the class by singing the <b>Tres Ositos</b> song.		
Uno, dos, tres ositos	Un osito en la cama	Un osito en la silla
Uno, dos tres ositos	Dos ositos en la cama	Dos ositos en la silla
Uno, dos tres ositos	Tres ositos en la cama	Tres ositos en la silla
Tres ositos son	Tres ositos son.	Tres ositos son.
Walk around the room, counting children up to the number <i>cinco</i> . After the count, direct the student to " <b>Levántate</b> " or " <b>Siéntate</b> ". Example: <i>Uno, dos, tres, levántate.</i> <i>Uno, dos, tres, cuatro, cinco, siéntate.</i>		
<b>iMuy bien, clase!</b>		
<u>Final Assessment of Episode 103:</u>		
<b>Hola.</b>	Students wave.	
<b>Hasta luego.</b>	Students wave backwards (or turn slightly)	
<b>Uno, dos, tres,</b>	Students count with their fingers, beginning with the.	
<b>cuatro, cinco</b>	thumb.	
<b>Hasta luego, clase.</b>		

## Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
103	<p><u>Nouns</u>            El pez            (Pez is the name of the fish character.)            El pastel</p> <p>La pintura                La pintura azul                La pintura verde                La pintura roja</p> <p>La silla                Mi silla</p> <p><u>Verbs</u>            Miren.</p> <p>Cantar</p> <p><u>Expressions</u>            ¡Ah, bueno!</p> <p>¡Qué bien!</p> <p>Está bien.</p> <p>¡Qué bonita!            ¡Qué dura!            ¡Qué cuento tan bueno!</p> <p><u>Sentences</u>            Ricitos y Ratoncito fueron a la casa de los tres osos.</p> <p>Tengo pintura roja.</p> <p>Vamos a arreglar la silla.</p> <p>¡La silla pequeña es perfecta!</p> <p>Vamos a pintar la silla de rojo.</p> <p>¿Van a pintar la silla de azul?</p> <p>¿Qué pasó?</p>	<p>The fish</p> <p>The cake</p> <p>The paint                The blue paint                The green paint                The red paint</p> <p>The Chair                My chair</p> <p>(you all) Look! (a command)</p> <p>To chant</p> <p>Good!</p> <p>Good!</p> <p>Okay.</p> <p>How pretty!            How hard!            What a good story!</p> <p>Goldilocks and Ratoncito went to the house of the three bears.</p> <p>I have red paint.</p> <p>We are going to fix /repair the chair.</p> <p>The little/small chair is perfect!</p> <p>We're going to paint the chair red.</p> <p>Are you going to paint the chair blue?</p> <p>What happened?</p>

Episode 102 -

c We need red tomatoes.

Vamos a comer.

¿Qué pasó?

Episode 103 -

¡Qué bonita!

Aquí está la sopa.

Vamos a pintar la silla de rojo.  
red.

¿Quieres el café grande o pequeño?

Episode 104 -

Disculpa.

¿Cómo?

understand/hear)

¿De qué color es?

Papá está cansado.

Episode 105 -

Yo tengo caramelos.

Quiero un perro (perrito).

¡Feliz cumpleaños!

¿Dónde está Papá Oso?

Episode 106 -

Me gusta el chocolate.

¿Cuántas barras de chocolate?

¡Vamos!

Episode 107 -

Tengo hambre.

Estoy enferma.

Salud.

¿Quién es?

Episode 108 -

Abre la puerta, por favor.

Toma un poco de agua.

¡Qué música tan bonita!

Me gustan mucho las bananas.

Episode 109 -

Perdón.

Mis pies están limpios.

Mis manos están sucias.

Let's eat. We are going to eat.

What happened?

How pretty!

Here's the soup.

We are going to (or let's) paint the chair

Excuse me (as in getting someone's attention).

What? How's that? (as in didn't

What color is it (of)?

Dad (Papa) is tired.

I have candy.

I want a dog (puppy).

Happy birthday!

Where is Papa Bear?

I like chocolate. (The chocolate pleases me.)

How many bars of chocolate?

Let's go!

I am hungry.

I am sick.

Health. (Say "salud" when someone sneezes.)

Who is it?

Open the door, please.

Have (to drink) a little water.

What pretty music!

I like bananas very much.

Excuse me, meaning "I'm sorry."

My feet are clean.

My hands are dirty.

Me gustan las hamburguesas.

I like hamburgers.

Episode 110 -

¡Vamos a correr!

No me gusta correr.

¿Quieres manzanas?

Let's run! (We're going to run.)

I don't like to run.

Do you want apples?

**Assessment Observation Checklist**

**Student** \_\_\_\_\_ **Grade** \_\_\_\_\_

**School** \_\_\_\_\_

**Teacher** \_\_\_\_\_

**EPISODE 103—THE NEW CHAIR**

<b>Student Behavior</b>	<b>Yes/No</b>	<b>Date</b>	<b>Skill</b>	<b>Comments</b>
Responds verbally or non-verbally to the Spanish word <i>rojo</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>verde</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>azul</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>cuatro</i> .			Comprehension of designated Spanish vocabulary. Comprehension of the relative sizes of large and small (big and little).	
Responds verbally or non-verbally to the Spanish word <i>cinco</i> .			Comprehension of designated Spanish vocabulary. Comprehension of the relative sizes of large and small (big and little).	
Responds verbally or non-verbally to the Spanish greeting <i>hola</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish leave taking <i>hasta luego</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to Spanish expressions of courtesy— <i>por favor</i> and <i>gracias</i> .			Comprehension of designated Spanish vocabulary.	



**Salsa Episode 103**  
**The New Chair**  
**Assessment Observation Checklist**

20							
21							
22							
23							
24							
25							

## Correctives and Enrichments- Episode 103

Time	Lang.	Prep.	Description	Materials Needed
10	1 2	2	<p style="text-align: center;"><u>TPR Turkey Feathers Guessing Game</u></p> <p>One child is seated at the front of the room with his/her back to the class. A turkey tail (or head band) is draped around the child's head. Insert a colored feather in the tail/band. The child has three chances to guess the color. The child asks questions such as "<i>¿Es roja?</i>" (Or "<i>Is it roja?</i>") The class answers, "<i>No, no es roja.</i>" Or "<i>Si, es roja.</i>"</p>	Colored feathers (red, green, blue) and a head band. You can also practice numbers by putting a number on each feather.)
5	1	0	<p style="text-align: center;"><u>Video Activity: What's Happening</u></p> <p>If some students are still having problems understanding the video episode, you can play the video, stop it at critical points where the Spanish focus words are predictable, and ask the class to guess the "missing" word. This can be done in pairs so students who need more practice are coached by peers who have grasped the vocabulary.</p>	Video
10	1	2	<p style="text-align: center;"><u>AB Patterns: Pair Activity</u></p> <p>If you have already done simple patterns with your students, this is an excellent review activity. The teacher gives on-going directions as the students work together in pairs. One student sets a pattern for the other to complete. Then they exchange roles. This is especially helpful with the focus words if some students are still having difficulty demonstrating comprehension of their meaning.</p>	Each pair must have a set of objects, e.g. multiples of chairs, beds, bowls and bears.
10-15	3	5s	<p style="text-align: center;"><u>Spanish-speaking Volunteer Retells the Story of Goldilocks</u></p> <p>If you have a volunteer who speaks Spanish well, this might be an excellent time to ask him or her to read the original story of Goldilocks and the Three Bears. It will be easier for the students to participate if you give the volunteer a copy of the focus vocabulary and an overview of the SALSA version. (perhaps even the video to watch in advance.)</p>	The representations of objects for the focus vocabulary.

### Spanish Self-Assessment Column 2 (Lang.)

This column tells you how much Spanish you need to know in order to be able to use this activity in your classroom.

- |        |  |
|--------|--|
| 1..... | I only know the focus words from the video episodes. |
| 2..... | I know the focus words and a little bit more.        |
| 3..... | I feel comfortable using some Spanish.               |

### Preparation Needed Column 2 (Prep.)

This column gives you an idea of how much preparation you will need to do to use this activity in your classroom.

- |        |   |
|--------|---|
| 0..... | No preparation necessary.                                 |
| 1..... | You'll need one picture or object.                        |
| 2..... | You'll need multiple pictures or objects.                 |
| 3..... | You'll need enough pictures or objects for every student. |
| 4..... | Requires you or your students to make materials.          |
| 5..... | Requires you to gather resources, e.g. props.             |

# Vocabulary Cards

Episode 103

Reproduce this page as needed. Cut and provide one set of cards to all children in the class.

<b>rojo</b>	<b>rojo</b>
<b>azul</b>	<b>azul</b>
<b>verde</b>	<b>verde</b>
<b>dos</b>	<b>dos</b>
<b>tres</b>	<b>tres</b>
<b>cuatro</b>	<b>cuatro</b>
<b>cinco</b>	<b>cinco</b>

How many frogs, turtles, flowers, and butterflies are there in abuela's garden? Count them and write the numerals in the boxes on the right.

How many  ?

How many  ?

How many  ?

How many  ?

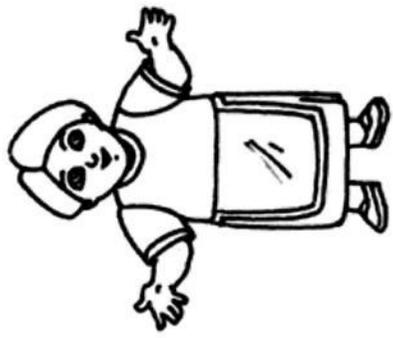


la tortuga



turtle

la abuela



grandmother

Dora's Spanish Words of the Day "Grandma's House"

Watch Dora the Explorer on Nick Jr. ©2002 Viacom International Inc. All rights reserved.

## Episode Transcript

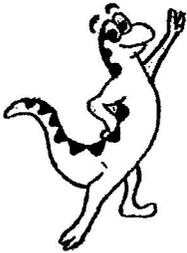
To save money on printing and postage, we have not printed the transcript of this episode for you.

To obtain a transcript, simply to go the following web site:

<http://www.gpb.org/peachstar/salsa/english/grownups>

Once there, click on episode transcripts, then on 103. (click once only)  
You can then print out the transcript.

*SALSA Home Connection*  
*Episode 103*



Hola

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

*Please have your child share with you what he/she has learned in class.  
Check off "Sí" for "Yes" if he/she did it.*

Sí \_\_\_\_\_

No \_\_\_\_\_

1. I can count 1-5 in Spanish. (uno, dos, tres,  
cuatro, cinco)

Sí \_\_\_\_\_

No \_\_\_\_\_

2. I can name the color of the sky in Spanish.

(azul)

[ah-sool]

Sí \_\_\_\_\_

No \_\_\_\_\_

3. I can name the color of the grass in  
Spanish.

(verde)

[ber-day]

Sí \_\_\_\_\_

No \_\_\_\_\_

4. I can name the color of a strawberry in  
Spanish.

(rojo)

[ro-ho]

*Parent comments/questions.*



Hasta luego

